

## Performance Level Descriptors for Spring 2008 Grade 11

	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
	A student at the advanced	A student at the proficient	A student who performed	A student who performed
	level	level	at the partially proficient level	at the not proficient level
Reading	Comprehended complex narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, synthesize, and evaluate text consistent with high school expectations.  With instructional support, the student	Comprehended more challenging narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences, analyze, and synthesize text consistent with high school expectations. With instructional support, the student should maintain	Requires assistance to improve achievement. Comprehended uncomplicated narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences consistent with high school expectations.	Requires intensive intervention and support to improve achievement. The student did not demonstrate comprehension consistent with high school expectations.
	should continue to excel.	and improve proficiency.		
Writing	Demonstrated clear and consistent understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. With instructional support, the student should continue to excel in writing achievement and in demonstrating the process and conventions of writing.	Demonstrated understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. With instructional support, the student should maintain writing achievement and knowledge about the process and conventions of writing.	Demonstrated some understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. The student may require instructional support to gain knowledge about the process and conventions of writing and to improve writing achievement.	Demonstrated little understanding of the Michigan High School Content Expectations measured by the three portions of the writing test. The student may require intensive intervention and support to gain knowledge about the process and conventions of writing and to improve writing achievement.
English language arts	The ELA score is a combination of the student's reading and writing scores.			

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	A student at the advanced	A student at the proficient	A student who performed	A student who performed
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Mathematics	Performed mathematical	Performed mathematical	Requires assistance to	Requires intensive
	skills, understood	skills, understood	improve achievement.	intervention and support
	concepts and solved	concepts and solved	The student demonstrated	to improve achievement.
	complex, non-routine	problems consistent with	only partial	The student did not
	problems consistent with	high school content	understanding of the	demonstrate
	high school content	expectations. With	mathematical skills and	mathematical skills and
	expectations. With	instructional support, the	concepts needed to solve	concepts consistent with
	instructional support, the	student should maintain	problems consistent with	high school content
	student should continue	and improve proficiency.	high school content	expectations.
	to excel.		expectations.	
Science	Can design, conduct, and	Can design and conduct	Requires assistance to	Requires intensive
	critique investigations	scientific investigations	improve achievement.	intervention and support
	based on abstract	based on questions,	These students have some	to improve achievement.
	questions; manipulate and	manipulate and adjust	ability to design scientific	These students have
	adjust scientific variables;	scientific variables, and	investigations based on	demonstrated minimal
	and have a thorough	have an integrated	questions and have partial	ability to design and
	integrated knowledge of	knowledge of life, Earth,	knowledge of life, Earth,	conduct scientific
	life, Earth, and physical	and physical science	and physical science	investigations and have a
	science concepts. They	concepts. They have an	concepts.	very limited knowledge
	are well positioned to	adequate basis in critical	•	of life, Earth, and
	continue their education	thinking and investigative		physical science
	and careers with strong	skills applicable for daily		concepts.
	basis in science,	life situations. With		•
	technology, critical	instructional support,		
	thinking, and	these students should		
	investigation skills. With	maintain and improve		
	instructional support,	proficiency.		
	these students should	F		
	continue to excel.			

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			level	_
Social Studies	Analyzed, synthesized,	Analyzed and used social	The partially proficient	The student who is not
	and applied social studies	studies information and	student needs assistance	proficient needs intensive
	information and concepts	concepts. These students	to improve achievement.	support to improve
	in a clear and organized	used key social studies	The student displayed an	achievement. The
	manner. These students	knowledge and skills in	incomplete body of	student had difficulty in
	used key social studies	their decisions as they	knowledge about social	recalling, understanding,
	knowledge and skills in	become responsible	studies information and	and using social studies
	their decisions as they	citizens in a democratic	concepts. These students	information and concepts.
	become responsible	society. The proficient	faced difficulty in using	These students could state
	citizens in a democratic	student needs support to	key social studies	their opinions on issues
	society. The advanced	maintain and improve	knowledge and skills in	of public policy, but
	student needs support to	proficiency. (see	their decisions as they	faced difficulty in
	continue to excel. (see	www.michigan.gov/socia	become responsible	supporting their positions
	www.michigan.gov/socia	<u>lstudies</u> )	citizens in a democratic	with data or core
	<u>lstudies</u> )		society. (see	democratic values. (see
			www.michigan.gov/socia	www.michigan.gov/socia
			<u>lstudies</u> )	<u>lstudies</u> )